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TITLE [Institute Training Programs on Problems of School Desegregation: Interim Report, Final Report, and Followup Conference.]
INSTITUTION Florida State Univ., Tallahassee. Dept. of Educational Administration.
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ABSTRACT

The objectives of the Institute were to provide selected elementary school principals of North Florida, Southwest Georgia, and Southeast Alabama with information, insights, and skills necessary to cope with problems arising from school desegregation. The participants within the service area of Florida State University were involved in twenty formal training sessions of lectures, discussion, case studies, role playing, and individual study. In the concluding follow-up conference to the Institute programs there were three groups represented in separate institutes: elementary school principals, secondary school principals, and supervisors and curriculum specialists. The programs took place from September, 1965 through August, 1966. (Authors)

ED056106

FINAL REPORT OF FOLLOW-UP AND EVALUATION OF INSTITUTE
TRAINING PROGRAMS ON PROBLEMS OF SCHOOL DESEGREGATION

Under the Provision of Title IV, Section 404
of Public Law 88-352, The Civil Rights Act of 1964

Title: Follow-up Activities Related to Institutes for Educational Leaders
on Problems Occasioned by School Desegregation

Authors: Mildred E. Swearingen, Professor, and Charles L. Willis, Assistant
Professor, Department of Administration and Supervision, Florida
State University, 904-599-3030

Contract Number:

OE-5-37-047

P. L. 88-352, Title IV, Section 404
The Civil Rights Act of 1964

Name of Program Directors:

Mildred E. Swearingen, Professor, and Charles L. Willis, Assistant
Professor, Department of Administration and Supervision, Florida
State University, 904-599-3030

Imprint of Contractor:

Board of Regents
Florida State University

The Project Reported Herein Was Supported by a Contract from the
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Date Transmitted:

September 30, 1966

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AM 7:8,9,10,11 PM 1,2,3,4,5,6

Abstract:a. Identification:

Title: Follow-up Activities Related to Institutes for Educational Leaders on Problems Occasioned by School Desegregation

Authors: Mildred E. Swearingen, Professor, and Charles L. Willis, Assistant Professor, Department of Administration and Supervision, Florida State University, 904-599-3030

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b. Dates:

Institute for Elementary School Principals:

Planning Phase - June 15, 1965 - September 27, 1965
Training Phase - September 29, 1965 - December 16, 1965
Follow-up Phase - December 17, 1965 - August 31, 1966

Institute for Secondary School Principals:

Planning Phase - June 15, 1965 - September 27, 1965
Training Phase - September 28, 1965 - December 15, 1965
Follow-up Phase - December 16, 1965 - August 31, 1966

Institute for Supervisors and Curriculum Specialists:

Planning Phase - September 1, 1965 - February 6, 1966
Training Phase - February 7, 1966 - April 12, 1966
Follow-up Phase - April 13, 1966 - August 31, 1966

c. Participants:

A summary of Institute Participants was included in the respective Interim Reports. Because of schedule conflicts, not all these individuals were able to participate in the concluding follow-up conference to the Institute programs. A summary of participants in this follow-up conference follows:

| <u>Participants</u> | <u>Alabama</u> | <u>Florida</u> | <u>Georgia</u> | <u>Totals</u> |
|--|----------------|----------------|----------------|---------------|
| Superintendents | 2 | 7 | 9 | 18 |
| School Board Members | 0 | 0 | 2 | 2 |
| Elementary School Principals | 1 | 9 | 5 | 15 |
| Secondary School Principals | 1 | 18 | 6 | 25 |
| Supervisors and Curriculum Specialists | 0 | 18 | 4 | 22 |
| TOTALS | 4 | 52 | 26 | 82 |

School Systems RepresentedAlabama - 2

Covington County
Interprise City Schools

Florida - 17

Bay County
Calhoun County
Dixie County
Escambia County
Franklin County
Gadsden County
Gulf County
Holmes County
Jackson County
Jefferson County
Leon County
Liberty County
Madison County
Okaloosa County
Santa Rosa County
Taylor County
Wakulla County

Georgia - 14

Berrian County
Calhoun County
Clinch County
Colquitt County
Cook County
Early County
Echols County
Grady County
Mitchell County
Pelham City Schools
Thomas County
Tift County
Valdosta City Schools
Waycross City Schools

d. Objectives:

To provide selected educational leaders of North Florida, Southwest Georgia, and Southeast Alabama with information, insights, and skills necessary to cope with problems occasioned by school desegregation.

e. Procedures:

Involvement of elementary school principals, secondary school principals, and supervisors and curriculum specialists within the service area of Florida State University in twenty days of sessions using lectures,

discussions, case studies, films, panels, and individual study. Follow-up activities included development of projects with the assistance of Florida State University's Administrative Resource Center and a three-day follow-up conference for all participants.

f. Results and Conclusions:

Few schools represented by the participants had experienced more than token desegregation when the Institute began. More extensive desegregation is planned for next year.

A high degree of interest in follow-up activities was reflected in receptivity to ideas and support from the Resource Center and in attendance and participation in the follow-up conference. Evaluative comments by participants gave evidence of increased understanding of racial and cultural differences and implications for education. In addition, participants' discussions and actions were indicative of an expanded recognition of the schools' responsibilities. Continuing support and assistance is needed to further implement solutions in respective schools and communities. Assistance in development of community understanding and support still is desperately needed in many places.

Full Description of Program

A. Follow-up:

Major responsibility for follow-up, supportive activities to the Institute Program was assumed by the Administrative Resource Center of Florida State University's Department of Educational Administration. Although some campus meetings were conducted, primary interest of the Center focused on activities within school systems themselves rather than institutes and meetings conducted at Florida State University.

In the vast majority of school systems where desegregation is a problem, the educational program is impoverished both in breadth and depth of course offerings. Improvement of the educational program is not only a necessity but furnishes a natural vehicle with which to solve problems associated with desegregation.

Primary objectives of the Resource Center follow:

1. Furnish administrative assistance for school systems experiencing problems associated with desegregation
2. Implement change in school curricula which will furnish a better educational environment for children of both races
3. Assist administrators in problems of staff desegregation
4. Assist administrators in problems associated with pupil desegregation

It was quickly learned that the typical administrator's problems were three-fold. They involved community, school board and professional staff. The Resource Center's contribution toward solving administrators' problems included use of short-term institutes within the school system where problems being discussed were those of that school system. The usual pattern in such cases was for the Resource Center staff to encourage participation by the School Board, key members of the community, and the professional staff.

Though some of the meeting took the form of an institute, they were not strictly concerned with information dissemination. The usual pattern was to solicit a commitment on the part of the superintendent in order that institute time would be spent not only in analyzing the problem but in designing and launching procedures for implementation of needed changes within the school system. Through such a procedure it was found the school's administration staff became committed to a positive program of change.

The second objective dealing with implementation of change in the school program emphasized projects which study and alter curriculum offerings. Emphasis upon school program not only provided opportunity to work in bi-racial groups but furnished a common vehicle for integrated groups to explore; gave continuity to the program by encouraging familiarity between races;

and built mutual respect as each member of the group made his contribution to the solution of common problems.

The third objective of establishing staff desegregation continues to be one of the most troublesome areas within the region served by the Florida State University Resource Center. One of the contributions which the Center has made was through holding short institutes and bringing in persons who have gone through the process of staff desegregation to share their experiences with the system undergoing staff desegregation.

The fourth objective, concerned with pupil desegregation, is rapidly becoming a lesser problem in the southeastern region. Although pupil desegregation may not be occurring as rapidly as some may believe desirable, progress is being made and administrators generally no longer discuss pupil desegregation as their major problem. However, as pupil desegregation increases, curriculum and program problems associated with pupil desegregation become more and more intense. The Resource Center, in recognition of this fact, elected to devote a major portion of its time, money and energy in dealing with problems which deal specifically with the educational program.

Projects Completed or Underway

More than two dozen projects have been initiated since the Resource Center was established. Details of Center operation are available in its contracts and reports. Major projects, most of which are of a continuing nature, follow:

1. An orientation to the 1966 guidelines. This meeting was held at Florida State University on the day these guidelines were issued and furnished official interpretation for administrators from Florida, Georgia and Alabama.
2. A follow-up session to further interpret the guidelines was conducted within a month after the original orientation. That meeting also was held at Florida State and several school administrators were brought in to present workable plans to other administrators from the tri-state area.
3. A bi-racial, system-wide study bringing together Negro and White teachers and administrators in evaluating, reviewing and modifying academic subject areas in order to make necessary adjustments for desegregation as it occurs.
4. An extensive non-gradedness project to bring about modification of a school program so that formal curriculum offerings will be flexible enough to accommodate an extremely heterogeneous group of students as pupil desegregation accelerates in the school district.
5. A bi-racial orientation institute in association with Project Headstart.

6. An extensive project to design a program of non-gradedness and develop a more flexible curriculum for desegregated classes.
7. Systems' review for purposes of developing a more flexible system to handle the process of desegregation and to make subject offerings more attractive to all students within the district.
8. A systems-wide review to assure maximum flexibility for all students.
9. A review of a school program for purposes of modification of the curriculum in grades 1-12. In addition to a review and modification of the curriculum offerings, a review of the allocation of resources in this district is underway.
10. A review of the Junior High curriculum involving regular meetings of Junior High school principals for purposes of evaluation and review of offerings for students affected by desegregation.
11. An in-service mental health program for teachers to emphasize the role of mental health in the process of desegregation.
12. An in-service reading program designed to remedy reading deficiencies of students as desegregation is accelerated in Adel, Georgia.
13. A large-scale project involving white and Negro high school students in addition to white and Negro PTA members who are assisting in designing a new curriculum.
14. A staff institute held over a four-week period to orient the community and staff to increased pupil desegregation and the beginning of staff desegregation next year.

Follow-up Conference

A three-day, follow-up conference for Institute participants was conducted at Florida State University July 18, 19 and 20, 1966.

In addition to participants from the principals' and supervisors' Institutes, school board members and superintendents from these districts who had participated in a previous institute also were invited to participate during one day of the three-day session.

Because of schedule conflicts, not all those persons invited were able to attend. Details of participants and school districts represented are included in item "c" above. A four-page insert of the Conference program follows:

INTERIM REPORT OF INSTITUTE TRAINING PROGRAM
ON PROBLEMS OF SCHOOL DESEGREGATION

Under the Provision of Title IV, Section 404
of Public Law 88-352, The Civil Rights Act of 1964

Title: Institute for Elementary School Principals on Problems Occasioned
by School Desegregation

Authors: Howard A. Dawson, Distinguished Lecturer, and Charles L. Willis,
Assistant Professor, Department of Administration and Supervision:
904-599-3030

Contract Number:

OE-5-37-047
P.L. 88-352, Title IV, Section 404
The Civil Rights Act of 1964

Name of Program Director:

Charles L. Willis, Assistant Professor, Department of Administration
and Supervision: 904-599-3030

Imprint of Contractor:

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Authors: Howard A. Dawson, Distinguished Lecturer, and Charles L. Willis, Assistant Professor, Department of Administration and Supervision: 904-599-3030

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P. L. 88-352, Title IV, Section 404
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Name of Program Director:

Charles L. Willis, Assistant Professor, Department of Administration and Supervision: 904-599-3030

Imprint of Contractor:

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Florida State University

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Date Transmitted:

June 15, 1966

b. Dates:

Planning Phase - June 15, 1965 - September 27, 1965
Training Phase - September 29, 1965 - December 16, 1965
Follow-up Phase - December 17, 1965 - April 30, 1966,
with anticipated extension through August 31, 1966

c. Participants:

Twenty-eight (28) Elementary School Principals

School Systems Represented:

Florida (11)
Bay County
Calhoun County
Dixie County
Escambia County

Georgia (7)
Colquitt County
Cook County
Grady County
Mitchell County

Alabama (2) *
Enterprise - City
Floral - City

School Systems Represented, Continued

Florida

Gadsden County
 Jackson County
 Leon County
 Okaloosa County
 Santa Rosa County
 Taylor County
 Wakulla County

Georgia

Pelham - City
 Thomas County
 Tift County

d. Objectives:

To provide selected elementary school principals of North Florida, Southwest Georgia, and Southeast Alabama with information, insights, and skills necessary to cope with problems occasioned by school desegregation.

e. Procedures:

Involvement of elementary school principals within the service area of Florida State University in planning and participating in twenty formal training sessions of lectures, discussion, case studies, role playing, and individual study focusing on topics within the following general areas: (1) understanding racial and cultural differences; (2) historical perspectives and current status of civil rights legislation; (3) expanding school-community understanding; (4) pupil attitudes, aspirations and abilities; (5) curricular and extra-curricular practices associated with a multi-cultural school environment; (6) resources available for assisting school districts in meeting educational needs in multi-cultural setting; (7) impact of school desegregation on pupil personnel service; and (8) personnel policies and practices.

f. Results and Conclusions:

Administration of a "desegregated school" was (or is expected to be soon) a new experience for all participants. Although three of the previously "all-white" schools represented in the Institute had enrolled Negro pupils for several years, most of them enrolled Negro pupils for the first time in September, 1965. The "all-Negro" schools represented in the Institute had no white students enrolled.

A high degree of interest in Institute activities was reflected in an excellent attendance and participation record. As indicated in some participants' evaluative comments, opportunity to associate with people of another race was considered very beneficial in developing skills in interpersonal relationships. Other evaluative comments by participants gave evidence of increased understanding of racial and cultural differences and implications for education. In addition, participants' discussions were indicative of an expanded recognition of the schools' responsibilities with respect to our multi-cultural world.

The Institute sessions provided opportunity to discuss both problems and potential solutions. Continuing support and assistance is needed by school principals to effect solutions in their respective schools and communities.

Full Description of Program

A. (1) Participants:

Kermit R. Ary
Reedy Creek School
Moultrie, Georgia

M. M. Battley
Southside Elementary School
Cairo, Georgia

Marion B. Brunson
Hillcrest Elementary School
Enterprise, Alabama

Mildred J. Cole
Baconton Elementary School
Baconton, Georgia

Pasco Gibson
Bagdad Elementary School
Bagdad, Florida

David Johnson
Mayhaw School
Blountstown, Florida

Hubert William Jones
George W. Munroe Elementary School
Quincy, Florida

Lloyd Jones
Dixie County Elementary School
Cross City, Florida

Edward C. Leichner
Adel Elementary School
Adel, Georgia

Doris A. Lewis
Perry Elementary School
Perry, Florida

Marvin McCain
Callaway Elementary School
Panama City, Florida

Clarence Edward McCray, Jr.
Tifton Junior High School
Tifton, Georgia

Weldell McCray
Goulding Elementary School
Pensacola, Florida

C. Lee Moon
Lillian C. Ruediger School
Tallahassee, Florida

John W. Parker
Sunset Elementary School
Moultrie, Georgia

Maurice K. Peterson
Leonard Wesson School
Tallahassee, Florida

Andrew Boggs Ramsey
Blountstown Elementary School
Blountstown, Florida

James Rhoades
Valparaiso Elementary School
Valparaiso, Florida

D. C. Sellers
Riverside Elementary School
Marianna, Florida

Horace H. Simmons
Fidelis Junior High School
Jay, Florida

J. Leonard Storie
Coolidge Elementary School
Coolidge, Georgia

Jimmie C. Suggs
Carr Elementary School
Clarksville, Florida

A. J. Vaitis
Florala City School
Florala, Alabama

Ernest J. Weeks
Okapilco Elementary School
Moultrie, Georgia

John Ralph Wells
Pelham Elementary School
Pelham, Georgia

R. V. Williams
Sparks and Lenox
Lenox, Georgia

Rufus Williams
Shadeville Elementary-High School
Crawfordville, Florida

Eugene Withrow
Annie Belle Clark
Tifton, Georgia

(2) Racial Composition:

Three of the 28 participants were Negroes. The others were Caucasian.

Type of Personnel:

All participants were Elementary School Principals.

School Systems and Schools Represented:

Alabama

Enterprise-City

Marion B. Brunson, Principal
Hillcrest Elementary School
Enterprise, Alabama

Florala-City

A. J. Vaitis, Principal and
Superintendent
Florala City School
Florala, Alabama

Florida

Bay County

Marvin McCain, Principal
Callaway Elementary School
Panama City, Florida

Dixie County

Lloyd Jones, Principal
Dixie County Elementary School
Cross City, Florida

Calhoun County

David Johnson, Principal
Mayhaw School
Blountstown, Florida

Escambia County

Wendell McCray, Principal
Goulding Elementary School
Pensacola, Florida

Andrew Boggs Ramsey, Principal
Blountstown Elementary School
Blountstown, Florida

Gadsden County

Hubert William Jones, Principal
George W. Munroe Elementary School
Quincy, Florida

Jimmie C. Suggs, Principal
Carr Elementary School
Clarksville, Florida

Jackson County

D. C. Sellers, Principal
Riverside Elementary School
Marianna, Florida

Leon County

C. Lee Moon, Principal
Lillian C. Ruediger School
Tallahassee, Florida

Maurice K. Peterson, Principal
Leonard Wesson School
Tallahassee, Florida

Okaloosa County

James Rhoades, Principal
Valparaiso Elementary School
Valparaiso, Florida

Santa Rosa County

Pasco Gibson, Principal
Bagdad Elementary School
Bagdad, Florida

Horace H. Simmons, Principal
Fidelis Junior High School
Jay, Florida

Taylor County

Doris A. Lewis, Principal
Perry Elementary School
Perry, Florida

Wakulla County

Rufus Williams, Principal
Shadeville Elementary-High School
Crawfordville, Florida

GeorgiaColquitt County

Kermit R. Ary, Principal
Reedy Creek School
Moultrie, Georgia

John W. Parker, Principal
Sunset Elementary School
Moultrie, Georgia

Ernest J. Weeks, Principal
Okapilco Elementary School
Moultrie, Georgia

Cook County

Edward C. Leichner, Principal
Adel Elementary School
Adel, Georgia

R. V. Williams, Principal
Sparks and Lenox
Lenox, Georgia

Grady County

M. M. Battley
Southside Elementary School
Cairo, Georgia

Mitchell County

Mildred J. Cole, Principal
Baconton Elementary School
Baconton, Georgia

Pelham-City

John Ralph Wells, Principal
Pelham Elementary School
Pelham, Georgia

Thomas County

J. Leonard Storie, Principal
Coolidge Elementary School
Coolidge, Georgia

Tift County

Clarence Edward McCray, Jr., Principal
Tifton Junior High School
Tifton, Georgia

Eugene Withrow, Principal
Annie Belle Clark School
Tifton, Georgia

B. (1) Permanent Staff:

Dr. Herman L. Frick, Professor, Department of Administration and Supervision, Florida State University. Dr. Frick served as coordinator of Florida State University's Institute program. His role was that of coordinator of planning the Institute in relationship to follow-up activities and various other Institute programs. He also met with the Steering Committee in the development of the program. He appeared on the formal program of the Institute and served informally as a participant and consultant during various sessions. His presentation was clear, forthright, and to the point. His advice to participants in individual conferences and informally was well received. His previous experience as an Institute Director was very helpful in expediting arrangements. Also, his long-standing acquaintance with area school personnel was beneficial in recruiting participants.

Dr. Charles Willis, Assistant Professor, Department of Administration and Supervision, Florida State University. Dr. Willis served as the Director of the Institute. His role was that of planning the details of the program, securing space and facilities, obtaining personnel to implement the program, recruiting participants, and administering the program in general. In addition, he made a formal presentation regarding the purpose and procedures of the Institute and participated in both large and small group discussion sessions. He served as advisor to individual participants on problems related to desegregation in their specific situations. Evaluation blanks filled out by participants indicate that the details of the program were well planned and executed.

Dr. Howard A. Dawson, Distinguished Lecturer, Department of Administration and Supervision, Florida State University. Dr. Dawson served as Instructor for the Institute. In addition to serving as consultant in planning the entire program, he presided at each Institute session. His knowledge of resource material and personnel for the program was extremely helpful. His experience in working with groups enabled him to maintain an atmosphere of high morale and confidence throughout the program. He performed in excellent fashion as a moderator and interpreter. He managed to maintain the participants' focus on the critical issues and gave insightful summaries of each presentation and discussion. Dr. Dawson also gave several well-received, formal presentations and served as advisor to participants on an individual basis.

Graduate Assistants:

Mrs. Paul McClendon, Mr. Thomas J. Ackerman, Mr. James E. Lee, Jr., Mr. Jerry Cox, Mr. Thomas Renfro, Department of Administration and Supervision, Florida State University. These students were responsible for identification, collection and management of instructional materials, supervision of tape recording, tape reproduction and transcription, assisting in arrangements for visiting consultants, preparing physical arrangements for meetings, and preparing and summarizing evaluation instruments. Graduate assistants also participated in Institute planning. They fulfilled their respective roles well.

Secretaries:

Mrs. Ruth Blitch, Mrs. Mary Travers (half-time), and Mrs. Martha Maddox (part-time). Members of the secretarial staff performed the usual duties of preparing correspondence; preparing materials for duplication; preparing purchase orders, expense vouchers, etc; and kept records of expenditures. These tasks were performed efficiently and effectively.

Student Assistants:

Margaret Atkins, Paula Brown, William Dunlap, Joe Seme, and Diane McClung. These part-time student assistants helped with typing and duplication of printed materials, preparation and assembling of instructional materials, delivery of messages, tape recording and transcription, and similar activities. Each one performed his assigned task well.

(2) Consultants and Guest Lecturers:

The consultants and guest lecturers who contributed to the program of the Institute included two groups of persons in addition to staff members of the U.S. Office of Education. The two groups were (A) persons who were employed by the Institute for presentation of specific subjects or problems, and (B) those persons whose services were made available to the Institute by the agencies they serve. The consultants employed for specific purposes are listed below. For each consultant three items of information are given: (1) name, title and address; (2) the subject or topic presented; and (3) an evaluation of the presentation. The evaluation consists of four aspects: (a) pertinence of subject matter presented, (b) group response, (c) estimate of this contribution, and (d) recommendation for service to a similar group. Each of the aspects is rated on the following scale of values: Excellent - 4, Good - 3, Fair - 2, Neutral - 1, Negative - 0.

In the following list the names are in order of their appearance on the program. This order is used because there is considerable logical sequence in the order of the subjects, topics or problems considered. The group, as indicated above, to which each consultant belonged is indicated by "(A)" or "(B)" as defined above.

Dr. John Griffin, (B) Executive Director, Southern Education Foundation, Atlanta, Georgia. Subject: The Civil Rights Act of 1964--An Interpretation.

Evaluation:

| | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 3 |
| (c) Estimate of Contribution | 3 |
| (d) Recommendation | 4 |

Dr. W. E. Combs, (B) Professor of Education, Florida A and M University, Tallahassee, Florida. Subjects: (1) Civil Rights and School Desegregation--Perspectives of Negroes and (2) Attitudes, Aspirations and Abilities--The Negro Student and Educational Needs.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Mr. E. R. Cone, (A) Superintendent of Schools, Thomas County, Thomasville, Georgia. Subject: Civil Rights and School Desegregation--Impact on Local School Districts in Southwest Georgia (a symposium).

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Mr. Lloyd Connell, (A), Superintendent of Schools, Cairo, Georgia. Subject: Civil Rights and School Desegregation--Impact on Local School Districts in Southwest Georgia (a symposium).

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 3 |
| (c) Estimate of Contribution | 3 |
| (d) Recommendation | 3 |

Miss Martha Davis, (A) Supervisor of Instruction, Public Schools, Enterprise, Alabama. Subject: Civil Rights and School Desegregation--Impact on Local School Districts in Southeast Alabama (a symposium).

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Mr. E. L. Williams, (B) Public School Specialist, Technical Assistance Program, State of Florida, Tallahassee, Florida. Subject: School Desegregation and Florida's Technical Assistance Program--Responsibilities and Resources.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 2 |
| (c) Estimate of Contribution | 2 |
| (d) Recommendation | 2 |

Mr. Dan Cunningham, (B) Public School Specialist, Technical Assistance Program, State of Florida, Tallahassee, Florida. Subject: Same as

Mr. Williams' above.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 2 |
| (c) Estimate of Contribution | 2 |
| (d) Recommendation | 2 |

Mr. Charles F. Wilson, (B) Special Assistant Attorney General, Technical Assistance Program, State of Florida, Tallahassee, Florida. Subject: What It Means to be "In Compliance."

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 3 |
| (c) Estimate of Contribution | 3 |
| (d) Recommendation | 3 |

Dr. Charles Grigg, (B) Director, Institute for Social Research, Florida State University, Tallahassee, Florida. Subject: Community Power Structure and Public Education.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 3 |
| (c) Estimate of Contribution | 3 |
| (d) Recommendation | 3 |

Dr. C. U. Smith, (B) Head, Department of Sociology, Florida A and M University, Tallahassee, Florida. Subject: Negro Power Structure and Public Education.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 3 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Dr. D. D. Harrah, (A) Associate Professor of Education, College of Human Resources and Education, West Virginia University, Morgantown, West Virginia. Subject: Community Life and Public Education in a Multi-cultural World.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Mr. Max Brunner, Jr., (A) Superintendent of Schools, Okaloosa County, Crestview, Florida. Subject: The Okaloosa County Story of School Desegregation.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 3 |
| (b) Group Response | 2 |
| (c) Estimate of Contribution | 2 |
| (d) Recommendation | 2 |

Mr. J. Hartley Blackburn, (A) Superintendent of Schools, Manatee County, Bradenton, Florida. Subject: The Manatee County Story of School Desegregation.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 3 |
| (b) Group Response | 2 |
| (c) Estimate of Contribution | 2 |
| (d) Recommendation | 2 |

Mr. Mike Beaudoin, (B) Director of Information, Florida State University, Tallahassee, Florida. Subject: News Media, Civil Rights, and School Desegregation--Relationships with the Press.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Dr. Robert W. Eaves, (A) Executive Secretary, Department of Elementary School Principals, National Education Association, 1201 16th Street, N.W., Washington, D.C. Subjects: (1) Organization for Effective Instruction in the Elementary School--Does Desegregation Make a Difference? and (2) Extra-class Activities in a Multi-cultural Elementary School.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Dr. Fred Turner, (B) Director of Instruction, Division of Instructional Services, Florida State Department of Education, Tallahassee, Florida. Subject: Resources Available for Assisting School Districts in Meeting Educational Needs in a Multi-cultural Setting--State Departments of Education.

Evaluation:

- (a) Pertinence of Subject Matter 3
- (b) Group Response 3
- (c) Estimate of Contribution 3
- (d) Recommendation 3

Mr. W. H. Rehbert, (B) District Services, Georgia State Department of Education, Thomasville, Georgia. Subject: Same as Dr. Turner's above.

Evaluation:

- (a) Pertinence of Subject Matter 3
- (b) Group Response 3
- (c) Estimate of Contribution 3
- (d) Recommendation 3

Dr. J. Stanley Marshall, (B) Associate Dean, School of Education, Florida State University, Tallahassee, Florida. Subject: Resources Available for Assisting School Districts in Meeting Educational Needs in a Multi-cultural Setting--Institutions of Learning.

Evaluation:

- (a) Pertinence of Subject Matter 4
- (b) Group Response 2
- (c) Estimate of Contribution 4
- (d) Recommendation 4

Dr. Robert M. Isenberg, (A) Director of Rural Service and Executive Secretary, Department of Rural Education, National Education Association, 1201 16th Street, N.W., Washington, D.C. Subjects: (1) Emerging Needs and America's Public Schools, and (2) Approaches to Meet Growing Demands on Education.

Evaluation:

- (a) Pertinence of Subject Matter 4
- (b) Group Response 4
- (c) Estimate of Contribution 4
- (d) Recommendation 4

Dr. Richard F. Neville, (A) Associate Professor and Assistant to the Dean, College of Education, University of Maryland, College Park, Maryland. Subjects: (1) What Do We Know about Learning and Achievement in a Multi-cultural School Situation: and (2) What Do We Know about Emotional and Social Adjustment in Multi-cultural Situations?

Evaluation:

- (a) Pertinence of Subject Matter 4
- (b) Group Response 3

- | | |
|------------------------------|---|
| (c) Estimate of Contribution | 3 |
| (d) Recommendation | 3 |

Dr. Glyn Morris, (A) Assistant Superintendent, Board of Cooperative Educational Services, Lewis County, Lyons Falls, New York, (formerly Principal, Everetts High School, Harlan County, Kentucky). Subjects: (1) Utilization and Interpretation of Test Results, and (2) Homogeneous vs. Heterogeneous Grouping.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 3 |
| (c) Estimate of Contribution | 3 |
| (d) Recommendation | 4 |

Dr. Dolph Camp, (B) Specialist Guidance-Counseling, U.S. Office of Education, Washington, D.C. Subjects: (1) Impact of School Desegregation on Pupil Personnel Services--Guidance and Counseling in Multi-cultural Schools and (2) Guidance and Counseling in Multi-cultural Schools--Communicating with Pupils, Teachers, and Parents.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Mr. Joe A. Gibson, (A) Supervision of Public Transportation, Pinellas County Public Schools, Clearwater, Florida. Subject: Impact of School Desegregation on Pupil Personnel Services--Transportation.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Dr. Sara Louise Smith, (B) Professor and Head, Department of Health Education, School of Education, Florida State University, Tallahassee, Florida. Subject: School Desegregation and School Health Services.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Dr. William A. Early, (A) Assistant Superintendent of Schools, Montgomery County, Rockville, Maryland. (Formerly Division Superintendent of Schools, Norfolk County, Virginia; Superintendent of Schools, Arlington County, Virginia; Superintendent of Schools, Savannah-Chatham County, Georgia.) Subjects: (1) Programs of Compensatory Education-- Language Arts and Social Studies and (2) Programs of Compensatory Education-- Science and Mathematics.

Evaluation:

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|----------------------------------|---|
| (a) Pertinence of Subject Matter | 3 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Miss Elizabeth Sutton, (A) formerly Supervisor of Instruction, Montgomery County, Rockville, Maryland; also, Supervisor of Instruction, Breathitt County, Jackson, Kentucky; and Supervisor of the Education of Agricultural Migrant Children, Palm Beach County, Florida, and Northampton County, Virginia. Title and Address after April 1, 1966: Dr. Elizabeth W. Sutton, Specialist in Education for Migrant Children, Division of Elementary and Secondary Education, U.S. Office of Education, Washington, D.C. Subject: Differentiated Curriculum Materials for the Multi-cultural School.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Dr. Ralph Witherspoon, (B) Director, Institute of Human Development, Florida State University, Tallahassee, Florida. Subject: Education and the Pre-School Years--Implication for School Desegregation.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Dr. Sam H. Moorer, (B) Coordinator of Teacher Education, Board of Regents' Office for Continuing Education, Tallahassee, Florida. Subject: Professional Personnel: The White Teacher--Background, Status, Perceptions, Competencies, and Values.

Evaluation:

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|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 2 |

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|------------------------------|---|
| (c) Estimate of Contribution | 3 |
| (d) Recommendation | 3 |

Dr. L. L. Boykin, (B) Dean of Academic Affairs, Florida A and M University, Tallahassee, Florida. Subject: Professional Personnel: The Negro Teacher--Background, Status, Perceptions, Competencies, and Values.

Evaluation:

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|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 3 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 3 |

Dr. Ray C. Maul, (A) Associate Director, Retired, Research Division, National Education Association, 1201 16th Street, N.W. Washington, D.C. 20036. Subject: Professional Personnel and School Desegregation--Selection, Assignment, Evaluation, Transfer.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 3 |
| (c) Estimate of Contribution | 3 |
| (d) Recommendation | 3 |

Miss Lois M. Clark, (A) Assistant Director, Division of Rural Service, and Executive Secretary, National Council of Administrative Women in Education, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036. Subject: Fulfilling Local School District Responsibilities for In-service Education of Teachers in Multi-cultural Schools.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Mr. Forrest Rozzell, (A) Executive Secretary, Arkansas Education Association, Little Rock, Arkansas 72201. Subject: A Southern Educator Views School Desegregation.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Dr. L. A. Potts, (B) Consultant in Rural Area Development, U.S. Department of Agriculture, Washington, D.C. Dean, Emeritus, Department of Agriculture, Tuskegee Institute, Tuskegee Institute, Alabama. Subject: A Southern Educator Views School Desegregation.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

Mr. Britton Sayles, (A) Principal, Roosevelt High School, West Palm Beach, Florida. Subject: As I See It: The Public School Principal and School Desegregation.

Evaluation:

- | | |
|----------------------------------|---|
| (a) Pertinence of Subject Matter | 4 |
| (b) Group Response | 4 |
| (c) Estimate of Contribution | 4 |
| (d) Recommendation | 4 |

C. Content:

Program content was organized around seven primary themes identified by the Steering Committee as being of central concern to secondary school principals. An outline of these topics follows:

1. Overview, Historical Perspectives, and Current Status of Civil Rights Legislation
 - a. Florida State University's Program Related to Problems Occasioned by School Desegregation
 - b. School Desegregation--Historical Perspectives
 - c. The Civil Rights Act of 1964
 - d. Civil Rights and School Desegregation -- Perceptions of Negroes
 - e. Civil Rights and School Desegregation -- Federal Agency Responsibilities
 - f. Civil Rights and School Desegregation -- Impact on Local Districts in North Florida, Southwest Georgia, and Southeast Alabama
 - g. School Desegregation and Florida's Technical Assistance Program--Responsibilities and Resources
 - h. What it Means to be "In Compliance" -- Questions and Discussion
2. Expanding School-Community Understanding

- a. Sharing Descriptions of School-Community Settings
- b. Identification of Significant Problems Confronting Principals in Desegregated Schools
- c. Community Power Structure and Public Education
- d. Negro Power Structure and Public Education
- e. Community Life and Public Education in a Multi-cultural World.
 - (1) The Okaloosa County (Florida) Story
 - (2) The Manatee County (Florida) Story
- f. News Media, Civil Rights and School Desegregation -- Relationships with the Press
- 3. Pupil Attitudes, Aspirations and Abilities -- Differences and Similarities and Educational Need
 - a. What Do We Know about Learning and Achievement in a Multi-Cultural School Situation?
 - b. Utilization and Interpretation of Test Results
 - c. Emotional and Social Adjustments in Multi-Cultural School Situations -- Implications for Principals and Teachers
- 4. Curricular and Extra-Curricular Practices Associated with Multi-Cultural School Environment
 - a. Guidelines to Curriculum Planning in Multi-Cultural Schools
 - (1) Practical Application of Guidelines in a Hypothetical Situation
 - (2) Information Needed to Implement Curriculum Development Plans
 - b. Programs of Compensatory Education
 - c. Differentiated Curriculum Materials for the Multi-Cultural School
 - d. Organization for Effective Instruction -- Does Desegregation Make a Difference?
 - e. Extra-Class Activities in the Multi-Cultural School

- (1) Meeting Problems in Extra-Class Activities in Multi-Cultural Schools
 - (a) Athletic Programs
 - (b) Special Interests and Service Activities
 - (c) Social Activities
 - (2) Developing Guidelines for Extra-Class Activities in Desegregated Schools
5. Resources Available for Assisting School Districts in Meeting Educational Needs in a Multi-Cultural Setting
 - a. Federal Government
 - b. State Departments of Education
 - c. Institutions of Higher Learning
 - d. Other Resources
 - e. Practical Approaches to Meeting Growing Demands on Education
6. Impact of School Desegregation on Pupil Personnel Services
 - a. Guidance and Counseling in a Multi-Cultural School
 - b. Communicating with Pupils, Teachers, and Parents
 - c. Admission and Attendance
 - d. Transportation
 - e. School Desegregation and School Health Service
 - f. Impact of School Desegregation on Other Pupil Personnel Services
7. Personnel Policies and Practices
 - a. The White Teacher - Background, Status, Perceptions, Competencies, and Values
 - b. The Negro Teacher - Background, Status, Perceptions, Competencies, and Values
 - c. The NEA Study of Negro Teachers Displaced as a Result of School Desegregation
 - d. Professional Personnel and School Desegregation -- Selection, Assignment, Evaluation, Transfer

e. Fulfilling Local School Districts Responsibilities for In-service Education

f. Resources for In-service Education

It is believed that content of the Institute program was effective in developing greater understanding of cultural differences and their implication for education, for providing knowledge appropriate to begin solving educational and human relations problems related to school desegregation, and enhancing skills in inter-personal relationships.

As indicated above, Institute topics ranged beyond the immediate problems of relationships between Negroes and whites and the importance of administrator and teacher attitudes in creating a psychologically healthy school and classroom environment. While focusing on educational problems and potential solutions, participants themselves repeatedly told one another of their responsibilities and of the impact their attitudes would have on effective solutions.

The length of this initial Institute program was suitable in terms of content and objectives. However, conducting the Institute during school time worked a hardship on several participants. It is believed that increased support and follow-up resources will enable future institutes of this type to be shortened considerably.

D. Methods:

Methods used during the Institute included lectures by competent authorities to convey information and ideas of significance to all participants; suggested readings from bibliography and other sources to supplement lectures; panel discussions with both guest consultants and members of the Institute participating; case studies of programs of community relations which have succeeded; reports and analysis by persons who played leading roles in actual school-community situations involving desegregation; a simulated case study of a hypothetical school-community situation with questions and answers following each major presentation to raise questions for clarification, to identify further information needed and to suggest implications for practical application; small group discussions; and individual conferences.

Because of the nature of the content of this Institute, concerns of the participants, and the quality of the lecturers, the lecture method followed by reaction panels and buzzing sessions was believed to be the most effective method used.

Major elements of the over-all program which could be improved include: (1) provision for increased time for questions and discussion and (2) arranging opportunity for extended attention to specific problems experienced by the participants.

E. Teaching Aids:

Teaching equipment and materials used during the Institute included:

(1) Equipment: tape recorder (used extensively every day), slide projector and record player (used two days), and a chalkboard (used nearly every day). (2) Materials: a reserved reading reference shelf was established in the main library building readily available to participants. Materials distributed to each participant which proved valuable were:

COMPENSATORY EDUCATION FOR CULTURAL DEPRIVATION. Benjamin S. Bloom. Allison Davis and Robert Hess. Holt, Rinehart, and Winston, Inc.

AMERICAN EDUCATION AND THE SEARCH FOR EQUAL OPPORTUNITY. Educational Policies Commission

FACT SHEET - On "Elementary and Secondary Education Act of 1965." U. S. Department of Health, Education and Welfare.

CIVIL RIGHTS ACT OF 1964, Public Law 88-352

ASSISTANCE ON SPECIAL EDUCATIONAL PROBLEMS OCCASIONED BY SCHOOL DESEGREGATION, Equal Educational Opportunities Program .

GENERAL STATEMENT OF POLICIES UNDER TITLE IV OF THE CIVIL RIGHTS ACT OF 1964 RESPECTING DESEGREGATION OF ELEMENTARY AND SECONDARY SCHOOLS, U.S. Department of Health, Education and Welfare

PALM BEACH COUNTY PLAN FOR DESEGREGATION, Palm Beach County, Florida

LAUDERDALE COUNTY COMPLIANCE PLAN, Lauderdale County Board of Education, Florence, Alabama.

THE ELEMENTARY AND SECONDARY EDUCATION ACTIONS OF 1965, Public Law 89-10.

"A Comprehensive Curriculum for the Public Schools," by Howard A. Dawson (Mimeographed).

"The Elementary School Curriculum," by Howard A. Dawson (Mimeographed).

"Differentiated Curriculum Materials for Multi-Cultural Schools," by Elizabeth Sutton (Mimeographed).

"Hypothetical School Situation and Desegregation," by Herman Frick (Mimeographed).

SELECTED ANNOTATED BIBLIOGRAPHIES, including list of materials published by the U.S. Materials and Research Branch, Equal Educational Opportunities Program.

All these documents were believed helpful. An inadequate amount of time was available for full discussion of each of them, however.

F. Consultation and Guidance:

Extensive consultation services were provided for participants in the Institute by all members of the staff, including both the permanent staff and the consultants and guest lecturers. Services provided by the regular staff and consultants were of an advisory nature, including assistance in analyzing local problems and situations and suggesting possible procedures for dealing with these problems. Participants placed high value on the consultative conferences.

G. Informal Program:

Informal conversations during "coffee break," immediately before and after each Institute session and during evening card games following the first day's sessions. During these informal sessions participants found themselves sharing ideas and values, often expressing changes in their attitudes. Many participants found themselves talking with Negro consultants or guest lecturers "over a cup of coffee" for the first time. Participants also received considerable assistance from each other during these informal periods. Participants rated this feature of the Institute high.

H. Facilities:

Facilities utilized by the Institute included a large lecture room equipped with tables and chairs (flexible in arrangement), a speaker's table with lectern, and a chalkboard. Nearby classrooms were available for individual conferences and/or small group discussions. All facilities were adequate for needs of the Institute. Air conditioning, adequate seating space, comfortable chairs and flexible tables all contributed to the comfort and convenience of participants. Nearby modern motels added to the convenience and comfort.

I. Participation of Local School Systems:

Twelve principals representing eleven school districts -- two from Alabama, four from Florida, and five from Georgia -- participated in planning the program. A joint steering committee of both elementary and secondary school principals was used in planning. Names and schools of committee members follow:

Mr. Marion B. Brunson
Hillcrest Elementary School
Enterprise, Alabama

Mr. G. E. Barton
Taylor County High School
Perry, Florida

Mr. Lloyd Jones
Dixie County Elementary School
Cross City, Florida

Mr. Ralph Brandon
Cairo High School
Cairo, Georgia

Mr. H. William Jones
George W. Munroe Elementary School
Quincy, Florida

Mr. Paul A. Coley
Jefferson County High School
Monticello, Florida

Mrs. Doris [unclear]
Perry Elementary School
Perry, Florida

Mr. J. Wyatt Grimmer
Cook High School
Adel, Georgia

Mr. A. J. [unclear]
Floral City Schools
Floral, Alabama

Mr. Erskine Mills
Central High School
Thomasville, Georgia

Mr. John Ralph Wells
Pelham Elementary School
Pelham, Georgia

Mr. James R. Tucker
Enterprise High School
Enterprise, Alabama

The principals played a major role in identifying problems which determined content of the training program, establishing the most expedient schedule for Institute sessions, identifying consultants and guest lecturers who could make major contributions to success of the program consistent with perceptions and concerns of potential participants, and in recruiting participants. They served in an advisory capacity in making needed revisions in the programs as the Institute progressed.

Budget permitting, principals from all districts participating in the Institute will be invited to attend a follow-up session during the summer of 1966. The principals will be requested to report on progress to date, evaluate effectiveness of the Institute program in assisting them in solving local problems of desegregation and identify further needed assistance and suggest programs for providing this assistance.

J. Plans for Follow-Up

Florida State University's program related to Problems Occasioned by School Desegregation has included four on-campus institutes enrolling school personnel from a total of 34 school districts in the University service area, 17 counties in Florida, 13 school districts in Southwest Georgia, and four in Southeast Alabama. In addition, a Regional Resource Center has been established developing a close working relationship with area school districts as a vehicle to get out of the University conference room and into the field to begin effecting solutions. Institute programs completed or in progress will provide teams of administrative personnel within the several school districts who are somewhat acquainted with the problem and potential solutions.

Two three-week institutes especially for teachers are planned for this summer -- one for elementary teachers and another for secondary teachers. These training sessions will complete a team in a large number of area school districts representative of every echelon in the school district's hierarchy.

Future plans also include a three-day session during the summer of 1966 for superintendents and board members from school districts as well as a follow-up summer meeting for principals and supervisors.

Though some universities in other areas of the country have worked with teams of school personnel, at the same time, early planning sessions at Florida State University revealed difficulty in taking several key people away from

relatively small school districts at the same time during a period when school was in session. Staff members of the Regional Resource Center plan to work through these key leaders now "on location." These school personnel should be reasonably well prepared with background information and understanding to begin immediately to implement solutions.

K. Over-All Evaluation:

At the end of each two-day program a summary session was held under the general themes: "What Have I Done? What Have I Learned? How Do My Problems Look to Me Now? What Are My Next Steps in Meeting My Responsibilities in School Desegregation?" In these discussions most participants said something about what they thought they had learned. Those who said little or nothing, it is believed, did so because of natural reticence rather than a feeling of lack of accomplishment.

In the informal conversations at lunch and "coffee break" consultants and staff noted considerable conversation indicating changes in the perceptions of the participants. The nature of these comments is reflected in statements in the final session of the report.

At the beginning of the 1965-66 school year there was some desegregation in practically all of the schools represented in the Institute. So far this has been accomplished with a minimum of disturbance. In fact from reports received thus far there has been no major disturbance but rather a positive acceptance of desegregation.

As indicated in item "I" above, participants were involved extensively in interpreting the meaning of the Civil Rights Act in terms of both its philosophic and legal bases. For the first time many of them recognized and accepted the basis of the Act and the necessity for school desegregation.

During these conversations participants indicated increased awareness of the need of what schools should have been doing all the time, an expanded understanding of a wider range of human variation, and a higher degree of sensitivity to the character of our multi-cultural world.

Critical problems of a long range nature on which continued assistance is needed include:

1. Continued assistance to expand understandings, improve skills, and develop effective strategies for dealing with emerging problems.
2. Training institutes for the in-service education of teachers, guidance workers, bus drivers, and other school personnel to equip them to deal with problems of desegregation.
3. Assistance in dealing with school-community relations incident to school desegregation.
4. Problems related to the desegregation of school faculties.

L. Evaluation Procedures:

Mid-way through the Institute participants were requested to complete an evaluation instrument. Portions of this instrument are reproduced below with the percentage of participants checking each category.

EVALUATION

Date: October 28, 1965

The purpose of this Institute is to provide school principals with information, insights, and skills necessary to cope with problems occasioned by school desegregation in a manner which directs maximum resources toward improving educational opportunities for boys and girls served by public schools. Your response to the following items will be helpful in planning future sessions.

1. In terms of your needs, how well have Institute sessions provided information through:

| | <u>VERY HELPFUL</u> | <u>HELPFUL</u> | <u>VERY LITTLE HELP</u> |
|-------------------------|---------------------|----------------|-------------------------|
| a. Printed matter | 44.8% | 51.7% | |
| b. Individual speakers | 48.2% | 48.2% | 3.4% |
| c. Group discussions | 55.2% | 48.2% | 3.4% |
| d. Informal discussions | 68.9% | 27.6% | 3.4% |

2. In terms of your expectations, how much information have you received from:

| | <u>ADEQUATE</u> | <u>SOME</u> | <u>VERY LITTLE</u> |
|-------------------------|-----------------|-------------|--------------------|
| a. Printed matter | 65.5% | 31.0% | |
| b. Individual speakers | 55.2% | 37.9% | 6.9% |
| c. Group discussions | 62.1% | 34.5% | 3.4% |
| d. Informal discussions | 68.9% | 24.1% | 6.9% |

3. In terms of your needs, to what extent have Institute sessions helped you to understand problems of school desegregation:

| <u>VERY HELPFUL</u> | <u>HELPFUL</u> | <u>LITTLE HELP</u> |
|---------------------|----------------|--------------------|
| 44.8% | 44.8% | 10.3% |

4. In terms of your needs, how much have Institute sessions increased your ability to cope with problems of school desegregation:

| <u>GREATLY</u> | <u>MODERATELY</u> | <u>SLIGHTLY</u> |
|----------------|-------------------|-----------------|
| 44.8% | 44.8% | 10.3% |

The foregoing data indicate that the participants felt that the Institute assisted them considerably in understanding the problems of school desegregation and that their competency in meeting the problems was increased. In response to evidence of the greater value placed on group and informal discussion, steps were taken to increase opportunities for this type activity during remaining sessions of the Institute.

In an evaluation effort during the last session of the Institute, participants were asked to respond in writing to three points. The first was to "List the ideas, concepts or generalizations which you've developed or have been reinforced from this experience." Some representative comments follow:

"Desegregation has forced us to take a closer look at our educational process and to upgrade our standards of education."

"In facing the new era of integration, the best adjustments are being made by sitting down across the table and making plans."

"When we make a success of desegregated schools, we're helping the economic progress of the community."

"Regardless of whether we like it or not, the Civil Rights Act is law and must be enforced and respected. The good or damage resulting from this law depends on responses from society; change will be made, but do not expect a complete change overnight. Many people who are opposed to this Act will be silent but not converted."

"This Institute has helped me realize that desegregation has not created more new problems but has magnified old ones and created an urgent desire to solve these problems."

"The Negro naturally must make a special effort to help his own cause and he must be helped by other groups and agencies. The more we know about the Negro student, his background, and family life, the better prepared we will be to meet and solve these problems."

"Until the situation was discussed in class, I never realized how ridiculous it is to expect an economically depressed Negro child to be interested in a basic reader that deals entirely with the home life and activities of a middle-class white family."

"The role of the principal is not merely providing tolerance or acceptance of a Negro child but to welcome him to the "charmed circle" of the individual classroom."

"A fact which I did not realize, but one that was brought out by several of our speakers, is that we must recognize the fact that many Negro children have been under the instruction of incompetent, poorly prepared Negro teachers. It falls upon the principal and classroom teacher to create a learning situation which will compensate for this educational lag."

Participants also were requested to list ideas and plans which they hoped might be implemented with their faculty or community groups back home. (Some of our participants conducted "miniature Institutes" with their own faculties concurrently with their participation in the campus program.)

Some representative comments by the principals on this point were:

"In our county we have practiced the 'soft sell.' We obey the law and so far have treated all students in integrated schools as equally as possible. We have been amazed at the ease of integration in our schools -- to this point."

"My first attempt to establish an advisory committee pegged me as 'nigger lover,' and I was advised to discontinue attending this Institute. I'll approach it strictly on a legal basis from now on."

"I think I could make more progress with a good Negro athlete and plan to recruit one. The number one problem is acceptance to any degree, and an athlete can bridge this gap."

"I've stepped up my in-service program and I'm getting more help from the county level than ever before."

"Special programs can be given at PTA meetings to clarify many of the questions and many of the doubts in the minds of the parents and other individuals. Attitudes can be changed if people are informed rather than misinformed; leadership must stem from the school principal because it is he who can make or break such an understanding in a community."

"The role of principal should include leadership in establishing a working alliance with school board, parents, and community. Parent's clubs, churches, and student councils should be encouraged to accept social change."

Finally, participants were asked to list ways in which the Institute could be improved. Their reactions centered around the following themes:

- more time for group interaction and less of the lecture-type sessions.
- more discussion by people who have had practical experience.
- instead of talking about existing problems and possible problems, spend more time trying to arrive at some solutions.
- have more speakers with first-hand experiences rather than the general kind of speakers.
- include more real examples.

FOLLOW-UP CONFERENCE

Institute on Problems Occasioned by School Desegregation
July 18, 19 and 20, 1966

Department of Educational Administration
School of Education
Florida State University

Monday, July 18

1st General Session: 9:00 a.m., Leon-Lafayette Room, University Union

(Presiding: Dr. Charles L. Willis, Head, Department of Educational
Administration, Florida State University)

Introductions

Conference Procedures

"Case Studies: The First Year"

Panel: Mr. Paul A. Coley, Principal
Jefferson County High School
Monticello, Florida

Mr. Roger Mott, Science Consultant
Escambia County Schools
Pensacola, Florida

Mrs. Doris A. Lewis, Principal
Perry Elementary School
Perry, Florida

(Break)

Questions, Discussions, Illustrations

Reaction Panel: (Institute Staff)

(Lunch)

Group Meetings: 1:30 p.m., University Union

"Case Studies of Our Own"

Group I -- Room 240

Chairman: Mrs. Blanche N. Hardy, Area Guidance Coordinator
North Florida Junior College, Madison, Florida

Consultant: Dr. Herman Frick, Professor, Department of
Educational Administration, F.S.U.

Group II -- Room 246

Chairman: Mr. C. Lee Moon, Director, Federal Programs,
Leon County Schools, (formerly Principal,
Lillian Ruediger Elementary School)

Consultant: Dr. Howard A. Dawson, former Executive
Secretary, Department of Rural Education, NEA

Group III -- Room 346

Chairman: Mrs. Ferol Perkins, Curriculum Director, Grady
County Schools, Cairo, Georgia

Consultant: Dr. Thomas J. Ackerman, Instructor, Department
of Educational Administration, F.S.U.

Group IV -- Room 334

Chairman: Mr. James E. Cook, Principal, Milton High School,
Milton, Florida

Consultant: Mr. Erskine Murray, Instructor, Department of
Educational Administration, F.S.U.

Group V -- Room 330

Chairman: Mr. Cecil G. Carlton, Jr., General Supervisor,
Taylor County Schools, Perry, Florida

Consultant: Dr. Willis

2nd General Session: 3:00 p.m., Leon-Lafayette Room, University Union

(Presiding: Dr. Howard A. Dawson, former Executive Secretary, Department
of Rural Education, NEA)

Group Reports

Questions and Discussion

Tuesday, July 19

3rd General Session: 9:00 a.m., Leon-Lafayette Room, University Union

(Presiding: Dr. Herman Frick, Professor, Department of Educational
Administration, F.S.U.)

Introductions

Conference Procedures

"The New Guidelines and Our School District"

Panel: Mr. Lloyd Connell, Superintendent
Grady County Schools
Cairo, Georgia

Mr. M. D. Walker, Superintendent
Gadsden County Schools
Quincy, Florida

Mr. Ralph Gainey, Chairman
Grady County Board of Education
Cairo, Georgia

Mr. Max Bruner, Jr., Superintendent
Okaloosa County Schools
Crestview, Florida

(Break)

Reaction Panel: (Institute Staff)

(Lunch)

4th General Session: 1:30 p.m., Florida Room, University Union

(Presiding: Dr. Frank Banghart, Director, Administrative Resource Center,
Department of Educational Administration, F.S.U.)

"Florida State University's Administrative Resource Center"

Dr. Banghart

Mr. Erskine Murray, Instructor, Department of Educational
Administration, F.S.U.

Questions and Discussion

Wednesday, July 20

5th General Session: 9:00 a.m., Leon-Lafayette Room, University Union

(Presiding: Dr. Mildred Swearingen, Professor, Department of Educational
Administration, F.S.U.)

Strategy for the Day

"Emerging Problems and Opportunities"

Panel: Mr. R. C. Lipscomb, Principal
Pensacola High School
Pensacola, Florida

Mrs. Addie R. Lewis, Director of Instruction
Okaloosa County Schools
Crestview, Florida

Mr. Marion B. Brunson, Principal
Hillcrest Elementary School
Enterprise, Alabama

(Break)

Group Meetings: 10:45 a.m., University Union

Group I -- Room 240

Chairman: Mrs. Hardy

Consultant: Dr. Marian Black, Professor, Department of Educational
Administration, F.S.U.

Group II -- Room 246

Chairman: Mr. Moon

Consultant: Dr. Dawson

Group III -- Room 346

Chairman: Mrs. Perkins

Consultant: Dr. Ackerman

Group IV -- Room 334

Chairman: Mr. Cook

Consultant: Mr. Murray

Group V -- Room 330

Chairman: Mr. Carlton

Consultant: Dr. Willis

(Lunch)

6th General Session: 1:30 p.m., Leon-Lafayette Room, University Union

(Presiding: Dr. Dawson)

Group Reports

Questions and Discussion

Conference Summary

ADJOURNMENT -- 3:30 p.m.

Final Evaluation of the effectiveness of the Resource Center activities will not be completed for some time. Procedures for evaluation of projects sponsored by the Center include:

1. Administrative appraisal of results from the Resource Center programs.
2. Clinical observations made in the school district.
3. Monitoring of attendance records to see whether the desegregation processes have made some influence upon attendance (particularly among Negro students where in the South absenteeism is ordinarily quite high.)
4. Reference to anecdotal records to interpret possible changes and trends on a behavioral level.
5. Teachers keeping logs of classes undergoing desegregation.
6. Quantitative attempts to study allocation of resources being introduced in several Resource Center projects. It is hoped that as time goes by more and better techniques will be developed for the study and recommendations for allocation of resources.

Evaluation of the follow-up conference was done on an informal basis. From comments made by participants, it is believed the conference served an important need to come together for a re-assessment of current status and sharing ideas for the year ahead. From all indications the conference adequately fulfilled this purpose.

B. Total Evaluation of Project

At the beginning of the 1965-66 school year there was some pupil desegregation in practically all schools represented in the Institute. So far this has been accomplished with a minimum of disturbance. In fact, from reports received thus far, there has been no major disturbance but a positive acceptance of desegregation. There is expected to be additional pupil desegregation in all these schools, including faculty desegregation in many of them during the coming year.

Participants have been involved extensively in interpreting the meaning of the Civil Rights Act in terms of both its philosophic and legal bases. For the first time, many of them have recognized and accepted the necessity of school desegregation. There is general indication they have shared these ideas with their associates.

Participants indicated increased awareness of the need to do what schools should have been doing all the time, an expanded understanding of a wider range of human variation, and a higher degree of sensitivity to the character of our multi-cultural world. Increased interest in expanding educational opportunities for all children has been very apparent among the participants.

Critical problems of a long-range nature on which continued assistance is needed include:

1. Problems related to desegregation of school faculties.
2. Assistance in dealing with school-community relations incident to school desegregation.
3. Continued assistance to school personnel to expand understandings, improve skills, and develop effective strategies for dealing with emerging problems.